

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter specifically deals with the result finding and discussion of the data obtained from the implementation Audio Lingual Method in Learning Speaking English for students with visual impairment at Eight Grade SLB PGRI Tlanakan Pamekasan. Then, it deals with some theories before. This chapter also deals with some interview based on qualitative research of this study, such as interview, observation and documentation.

#### **A. Research Finding**

This section is concerning to three major results referred to the research focus. They are 1) the implemtation of audio lingul method in teaching speaking English for student with visual impairment, 2) Obstacles of Audio Lingual Method in teaching speaking English for students with visual impairment, and 3) the teacher overcome the obstacle by using audio lingual method in teaching speaking English for students with visual impairment.

To get data related to this study, researcher conducted observations on teaching and learning activities speaking English in the class. In addition, researcher also interviewed teacher of SLB PGRI Tlanakan Pamekasan. Before collecting data, letter of observation and interview, the researcher asked permission from the teacher as headmaster of SLB PGRI Tlanakan Pamekasan, Mrs. Umwiratmi S.Pd to conduct research at the school. So that researcher can easily collect data in the field.

In this case, the researcher joined the English class at eight grade SLB PGRI Tlanakan Pamekasan, namely the teacher is Mrs. Mardiana Puspita Dewi Syaiful, S.Pd. Implementation of English lessons in eight grade is held every Tuesday. Actually in English subject there are four skill, namely reading, writing, listening, and speaking but researcher focus on speaking and just observed the implementaion of Audio Lingual Method in teaching speaking English for students with visual impairment twice.

### **1. The Implementation of ALM Method in Teaching English for Student with Visual Impairment at SLB PGRI Tlanakan Pamekasan**

To obtain the data related with the implementation of ALM method in teaching English for a blind student disability, the researcher conducted an observation in the teaching learning process at eight grade of SLB PGRI Tlanakan, especially

#### **a. The First Observation**

The researcher entered to the classroom as observer only, and the teacher taught the student by using Audio Lingual Method. English subject at the class eight grade was started at the 8.40<sup>1</sup>. The reseacher observed the activity in the class room while the teacher implemented audio lingual method in learning English speaking in the class. The observation do 12 February 2020.

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<sup>1</sup> Observation on Tuesday, 12 February 2020. 10 o'clock

The first implementation of Audio Lingual Method in learning speaking for a blind student at eight grade at SLB PGRI Tlanakan based on three steps in teaching learning process of speaking, pre-teaching, whilst-teaching, and post-teaching. Each steps will be explained by the reseacher as follow.

### **1) Pre-Teaching**

The first section in the implementation of audio lingual method in learning speaking English, the teacher taught in the classroom showed by :

- a) As usual the teacher came to the classroom and greet the blind studen as follow :

Teacher : Assalamualaikum Wr. Wb  
Student : Waalaikumsalam Wr. Wb  
Teacher : Good Morning?  
Student : good morning mam  
Teacher : How are you?  
Student : I'm fine thanks you and you?  
Teacher : I'm fine too, thank you.

- b) Before the lesson begins, the teacher invited a blind student to pray together then continue with the attendance of the students.  
The next, the teacher checked student attendance.

- c) The teacher gave warming up relating with the material that she would teach. As follow :

Teacher : Iis, I want to ask you. What do you do after you get up in the morning?

Student : After i get up, I wash my face, take wudhu then praying together with my mother go to mosque.

Teacher : what else?

Student : After that, I usually eat something from my mother for breakfast. At, 6 oclock im prepared my self to go to school. Then, I was escorted by my neighbor to go to school

Teacher : Great!

Here, the reseacher is an observer who observed the activity in the classroom while the teacher implemented audio lingual method. The researcher gave warming up to a blind student activities which is happened in house. The first step, the result of the activities which happened in the clasroom was good. The teacher did pre-teaching well. Therefore, the students pay attention to the teacher's explanation as well as possible.

## **2) Whilst-teaching**

It is the main activity in implementation of audio lingual method in learning speaking for a blind student at eight grade in the classroom.

- a) The teacher informed the students that the topic was asking routines.
- b) The teacher explained the material exacly by giving the exlplanation about the definition of asking routines.

| Rhetoric  | Explanation |
|-----------|-------------|
| Always    | 100%        |
| Usually   | 80%         |
| Often     | 60%         |
| Sometimes | 50-40%      |
| Seldom    | 20%         |
| Never     | 0%          |

- c) The teacher gave explanation about rhetoric in asking routines and explained the meaning and how to use that
- d) The teacher gave example that uses expression in asking using always, usually, often, sometimes, seldom, never.

| Expression | Example of asking and giving                       |
|------------|----------------------------------------------------|
| Always     | What do you usually do.../I <b>always</b> ....     |
| Usually    | Where do you <b>usually</b> do.../I <b>usually</b> |
| Often      | Do you <b>often</b> ..../I <b>often</b>            |

- e) The teacher explained the meaning of the expression.
- f) The teacher read the sentence in the book and the blind student must follow what the teacher saying.

Teacher : What do you usually do on your day off?

Student : What do you usually do on your day off?

Teacher : I just sit around at home.

Student : I just sit around at home.

Teacher : What do you usually do on Sunday morning?

student : What do you usually do on Sunday morning?

teacher : I always jogging around the city part.

Student : I always jogging around teh city part.

Teacher : where do you usually go on the wekeend?

Student : where do you usually go on the wekeend?

Teacher : i usually go out with friends

Student : i usually go out with friends

- g) The teacher repeated to read the short dialogue and ask to a blind student to follow it again and the teacher give the meaning of the sentence above.
- h) The teacher did conversation again, and the teacher pay attention to the truth of the prounountiation whitout guide.
- i) If the a blind student good pronountiation, the teacher gave check
- j) After this, the teacher asked to a blind student to write on the paper use the tool that have done prepared by the teacher before.
- k) The teacher asked to the a blind student to read again after the student write
- l) The method used by teacher used drill till the end of give material to the student and the student can understan and the prnountiation was good to say.

The teacher explained the material well. There for, the teacher asked to the student to follow what the teacher say until good pronountition and the student can speak.

### **3) Post-teaching**

It is the last section in the implementation of audio lingual method in learning speaking for student with visual impairment at eight grade SLB PGRI Tlanakan Pamekasan . It show by :

- a) The teacher concluded the material taught at the time by mentioning various rhetoric expressions in English in front of the teacher. The teacher remaind student expression asking routines, such as using always, usually, often, sometimes, seldom, never.
- b) The teacher asked if the student got difficulty or not during teaching learning process.
- c) The teacher motivated the student to study hard and always practive at home
- d) The teacher told the student that the next meeting the student will study this material again in different topic.
- e) The teacher closed the class by reciting hamdalah together.

#### **b. The Second Observation**

At the second meeting, the researcher came to the class on 19 February 2020<sup>2</sup>. It is still the same material that the teacher taught like in the first meeting in the implementation of audio lingual method in teaching English for a blind student but the teacher add some material about how the student answered by Yes or No question. The steps of teaching learning are the

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<sup>2</sup> Observation on Tuesday, 19 February 2020. 10 o'clock

same like in the first meeting. Each step would like to be explained by the researcher as follow :

### 1) Pre-teaching

- a) As the first meeting, the English teacher started the lesson by geeting to the student

Teacher : Assalamualaikum Wr. Wb

Student : Waalaikumsalam Wr. Wb

Teacher : Good Morning?

Student : good morning mam

Teacher : How are you?

Student : I'm fine thanks you and you?

Teacher : I'm fine too, thank you.



*(The teaching learning process for student with visual impairment)*

- b) Like in the first meeting, the teacher checked a student attendance.
- c) In the second implementation, the result of this activities are same with the first implementation. It means that the teacher gave best way in the pre-teaching before the teaching learning process was begun.



## 2) Whilst-teaching

- a) The teacher reviewed the previous material it is about “Asking Routines”
- b) The teacher informed the student that the teacher would contonued the material about asking routines



*(The teacher informed a material to a blind student )*

- c) The teacher gave expression when the student want answered the question ( Yes or No )
- d) The teacher asked to student follow what the teacher say and prcatice with the teacher,

Teacher : Do you always eat breakfast?

Student : Do you always eat breakfast?

Teacher : Not. Not always.

Student : Not. Not always.

Teacher : Do you ever go to mosque to prayer together?

Student : Do you ever go to mosque to prayer together?

Teacher : yes, i often go to mosque

Student : yes, i often go to mosque



e) After the student listen and follow what teacher say, the student write in the paper while teacher read again all dialog.



f) The teacher asked to student to write on the paper what the teacher say



- g) Then the teacher corrected the result of written by the student.

In the whilst-teaching in the second implementation audio lingual method are same good. The teacher taught in the whilst teaching well, so the student can pay attention to the teacher instruction and explanation. Therefore, the student can speak English fluency and good thought audio lingual method. The student also enjoyed when during process learning. It was proved when the student try to practice in fron of the teacher.

### **3) Post-Teaching**

- a) The teacher remained student expression asking routines. The teacher asked if the student got dificulty or not during teaching learning process.
- b) The teacher motivated the student to study hard and always practive at home
- c) The teacher told the student that the next meeting the student will study this material again in different topic.
- d) The teacher gave conclusion about the material.
- e) The teacher closed the class by reciting hamdalah together

Based on the result all observation, the researcher can concluded all off that the result is good. The teacher has been success in the teaching learning process. In the second meeting when the teacher taught by using audio lingual method, the researcher found that the method can make the a

blind student speak up because the a blind student follow the teacher during process in learning. During process learning, the a blind student enjoyed accepted the material event the student dont can speak before.

In the first meeting the teacher just gave guess about material whit asking to the student and the student must answered the question the teacher gave intucton to the student that the student might asked anything that there was realition with the topic, the student do not know how to say in English and bad in pronountiation. And the second meeting the researcher saw skill development specially in speaking. The teacher also motivated and guided student to be brave, active to speaking class and remind always practice in other student or teacher.

## **2. The Obstacles Faced by the English Teacher in the Implementation of Audio Lingual Method in Learning Speaking for Student with Visual Impairment at Eight Grade of SLB PGRI Tlanakan**

The used audilingual method in teaching learning process is to help the teacher and student to reach the goals of learning. The teacher used audio lingual method in the class to taught a blind student, because the teacher addapted weakness of blind student herself and in order that the student interest to speak up specially in English class. But implementation of audio lingual method, some note run well beacuse of somes problem that the teacher faced.

Based on the observation done by researcher, there are some difficulties faced by English teacher in the implementation of audio lingual method in learning speaking at eight grade of SLB PGRI Tlanakan.

- a. It can be seen that basically the teacher says that the implementation of the audio lingual method in teaching Speaking English need more energy extra because this method using drill (repeating what the teacher say and must follow with the student). Therefore, the teacher must be patient in the teaching process. During the teacher taught a blind student using audio lingual method teaching speaking English, the teacher faced obstacle during process teaching. The teacher said that she feel boring and tired.

“Teaching speaking English to blind student must be patient because if the teacher is not patient, the student no longer want to learn English . The method is audio lingual using technique drill, so sometimes I am also boring and tired. But my goal is how my student is brave and can speak English properly and correctly so I have to teach it thoroughly using this audio lingual method. Because this method is my opinion suitable for blind student that have physical limitations and also this class still eight junior high school disability that which requires special attention. It mean that, a blind student is low experience compared to senior high school.”<sup>3</sup>

- b. Another obstacle, the teacher need long time for teaching a blind student, because she must taught another student in the same schudele. Basically, audio lingual method using technique drill in teaching speaking English. So the English teacher must also repeat the material until the student has finished the material discussed and understand

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<sup>3</sup> Mardiana Puspita Dewi Syaiful, the English teacher in SLB PGRI Tlanakan Pamekasan (Direct interview on 19 February 2020)

what the teacher say. So that the available time to give to another disability is not enough. Conducted by the researcher with the English teacher below:

“Another obstacle is the problem of teaching time available in meetings to teach a blind student. because I also have to teach other disabilities in one schedule. And also a blind student especially in teaching English for speaking need attention more and long learning from disability in one class”<sup>4</sup>

- c. The obstacle faced by teacher in teaching speaking English with audio lingual method to eighth grade student of SLB PGRI Tlanakan Pamekasan is not available media for support a blind student itself. In this case, students will be more interested, happy and easy to learn Speaking English if the teacher uses support media in the teaching process like another school in metropolitan city, such braile book. Based on the result of the interviewed with the English teacher, the teacher said that :

“Generally, disability schools use media that is suitable for the kinds of disability classes. Because there is lack of media here, it is very difficult to teach material to a blind student, especially speaking English. So a blind student must really more attention, because the student cant see anything.”<sup>5</sup>

- d. The last obstacle it is difficult to say the vocabulary in the sentence. so the teacher must interpret or repeat the sentence.

“When I was teaching, I found the student was still difficult to say some of the words in the sentence that I had given. Exactly when I say the sentence again, he still has a

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<sup>4</sup> Ibid.

<sup>5</sup> Mardiana Puspita Dewi Syaiful, the English teacher in SLB PGRI Tlanakan Pamekasan (Direct interview on 19 February 2020)

hard time saying the word contained in that sentence. So that it becomes an obstacle for me.”<sup>6</sup>

### **3. The teacher overcome the obstacles by using Audio Lingual Method in teaching English for Student with Visual Impairment at eight grade SLB PGRI Tlanakan Pamekasan.**

Every teacher in teaching must found obstacles in the teaching process. The obstacle faced by teachers is certainly different. However, whatever obstacles are faced by the teacher there must be a solution. In the results of this study, the researcher also explained about some of the efforts made by the teacher in overcoming the obstacles encountered when teaching speaking English with the Implementation of audio lingual method at eight grade of SLB PGRI Tlanakan Pamekasan. These efforts include:

- a. Teaching Speaking English material with enjoy and full sincerity.

As an except from the results of the interview with the English teacher below:

"If you talk about teaching constraints, there must be a mother. But I have any principle if we do it with enjoyment and sincerity, I think the problem will be minimized by itself

“In teaching blind people do require methods that are suitable and easier to be accepted by students themselves. Because the selection of the method of audio lingual method is very suitable for the lack of owned by students who have disabilities to see. Because the audio lingal method here is a method of repetition that focuses on speaking and students repeating what is heard not what is

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<sup>6</sup> Ibid.

seen. So I think the audio lingual method is suitable for teaching the student.<sup>7</sup>

The teacher add the statment :

“In this case, of course in English language lessons using the audio lingual method does indeed require strong patience and sometimes I feel bored and tired of teaching especially for a blind student. Because she has different limitations from the others, namely in terms of vision. Therefore, the function is to respond to what is taught by the teacher only through hearing alone. Therefore when I feel tired and bored, I just ask the student to write some vocabulary and I am distracted to teach other students with disabilities.”<sup>8</sup>

- b. the teacher solved the time for teaching a blind student The teacher continued the statamen:

“teach using audiolingual this method does use repeating techniques, so that my student and I always communicate with the material that has been prepared for the purpose of the audiolingual method, namely speaking. So, I need more time to teach blind students, because there is only a blind student here and I do give special attention and the right method. Therefore, to make time efficient I sometimes continue with the material for the next meeting, and sometimes give work at home. But because of visual impairment, the task given is in the form of writing related to the material that has been taught.”<sup>9</sup>

- c. Overcoming student difficult utterances

"When I teach blind people using repetition I think it is still difficult to pronounce the sentence or word while giving out the meaning of the sentence, so that students can not only pronounce the sentence correctly, they also know the meaning of the sentence. When I taught with the limitation he had, so I thought of overcoming it by repeating the words contained in the words that he had difficulty saying, so I told him to repeat with my guidance and to reinforce the correct speech about the vocabulary, so

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<sup>7</sup> Mardiana Puspita Dewi Syaiful, the English teacher in SLB PGRI Tlanakan Pamekasan (Direct interview on 19 February 2020)

<sup>8</sup> Mardiana Puspita Dewi Syaiful, the English teacher in SLB PGRI Tlanakan Pamekasan (Direct interview on 19 February 2020)

<sup>9</sup> Ibid.



I told him to writing words that he did not understand guided by me to write or not writing so I read to study it at home. So it reduces time and so I don't get tired of repeating. Of course he writes with the tools he uses every day to write ”<sup>10</sup>

## **B. Discussion of Research**

The research result found by the researcher based on three research focuses of the study, are the first about the implementation audio lingual method in learning speaking English for a blind student at eight grade SLB PGRI Tlanakan Pamekasan, the second what are obstacles of audio lingual method in teaching English for a blind student disability at eight grade SLB PGRI Tlanakan Pamekasan, and the last is how does the teacher overcome the obstacles by using audio lingual method in teaching speaking English for blind student disability at eighth grade SLB PGRI Tlanakan Pamekasan

### **1. The implementation of ALM method in teaching English for Student with Visual Impairment at Eight Grade of SLB PGRI Tlanakan**

In the first section, the researcher got the data about the implementation of aaudio lingual method in learning speaking for student with visual impairment at eight grade SLB PGRI Tlanakan Pamekasan, the researcher came to the SLB PGRI Tlanakan Pamekasan to observed the activities in the class when the teacher implementation in teaching speaking English. In the process of

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<sup>10</sup> ibid

teaching by using audio lingual method, the researcher come to the class at the time and sit down behind of the class while the teacher prepare the material about speaking English on daily routines. In the implementation of audio lingual method, the teacher whose name Mrs. Dina Puspita Dewi Syaiful implemented the audio lingual method as the teacher, the teacher implemented audio lingual method on teaching speaking English by using some steps related with theory.

The audio lingual teaching method is defined as a method which emphasizes on repetition of the words to help the students to be able to use the target language communicatively. Audio lingual method drills student in the use grammatical sentence patterns.<sup>11</sup> of Characteristic of these courses was a great deal of oral activity pronunciation and pattern drills and conversation practice with virtually none of the grammar and translation found in traditional classes.<sup>12</sup> In this research, the teacher gave a blind student a dialog text that consist of sentence which will to be model to the teacher repetition. The teacher want to repeat some of word and sentence to read and follow with the student.

During learning process implementation of audio lingual method in the class, teacher divide into three steps. The first step call pre teaching. In the pre-teaching, the teacher came to the

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<sup>11</sup> Larsen Freeman, *Diane, Techniques & principles in Language Teaching* ( Oxford New York, Oxford University Press, 2011), 4

<sup>12</sup> Brown, H. Douglas, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING* (San Francisco State University: Pearson Education, 2006), 110

classroom and greet to a blind student. Before the lesson begun, the teacher invited a blind student to pray together then continue with the attendance of the students. The teacher give warming up relating with the material about daily activitis that realition with the purpose of audio lingual method. The second meeting it same with the first, the implementation of audio lingual method runing well. But in the second here, the student was more active that before to say when the teacher asked in the class.

The second step is whils-teaching It is the main activity in implementation of audio lingual method in learning speaking student with visual impairment at eight grade SLB PGRI Tlanakan in the classroom. The teacher started the lesson with explained the material about asking routines that would be discussed during in speaking English teaching learning process. The teacher explained about the purpose of the material after that the teacher explained the material focused by giving the exlapanation about the definition about asking routines. The teacher repeated to read the short dialogue, like asked daily routines that happend at their home and asked to a blind student to follow it again and the teacher gave the meaning of the sentence above. The teacher taught conversation again, and the teacher pay attention to the truth of the prounountiation whitout guide. After this, the teacher ask to a blind student to write on the paper use the tool that have done prepared by the teacher before. The teacher asked to the a blind student to

read again after the student write, the purpose of this is the student know and can memorize the dialog. Student with Visual Impairment in this case, know more about material that explained by the teacher in the first meeting.

The last step is post-teaching. Here the teacher reminded the material about asking routine and the teacher told the student that the next meeting the student would study about the next material material. For more interest to student, the teacher gave motivation to the a blind student to make more spirit in English teaching learning process the next meeting. The last, The teacher closed the class by reciting hamdalah together. In practice, as mentioned, lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the student expected to produce the correct output, but attention is also paid to correct pronountiation.<sup>13</sup>

Theory above related whit the characterictic of aduio lingual Douglas Brown books. The characteristics of the ALM may be summed up in the following list (adapted from Prator & Celce-Murcia, 1979):

- 1) New material is presented in dialog form.
- 2) There is dependence on mimicry, memorization of set phrases, and over-learning.

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<sup>13</sup> Nikmatul Rabbiyanti, Eva, *Theory of Teaching and Learning* (Pamekasan: Kaben Perdana Malang, 2009), 21

- 3) Structures are sequenced by means of contrastive analysis and taught one at a time.
- 4) Structural patterns are taught using repetitive drills.
- 5) There is little or no grammatical explanation: grammar is taught by inductive analogy rather than deductive explanation.
- 6) Vocabulary is strictly limited and learned in context,
- 7) There is much use of tapes, language labs, and visual aids.
- 8) Great importance is attached to pronunciation,
- 9) Very little use of the mother tongue by teachers is permitted.
- 10) Successful responses are immediately reinforced.
- 11) There is a great effort to get students to produce error-free utterances.
- 12) There is a tendency to manipulate language and disregard content.<sup>14</sup>

After conducting the observation, the researcher conducted interview for the teacher and student to get the valid data about audio lingual method that teacher used in teaching learning speaking English for a blind student at SLB PGRI Tlanakan Pamekasan. the researcher conducted interview because the researcher have prepared the question for the teacher because the researcher want to make the data valid by proving the result interview.

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<sup>14</sup> Brown, H. Douglas, *PRINCIPLES of LANGUAGE LEARNING AND TEACHING* (San Francisco State University: Pearson Education, 2006), 106

The results of this study can also provided a lot of inspiration for academic practitioners, especially English teachers at various levels of education. The audio lingual method is not only suitable for application in the speaking English learning process, but this method also contributes a lot to the development of other sciences such as English vocabulary, English Pronuonciation, Listening, Dictation and other subjects. Its provided in the last whilst teaching, a blind student write and hear what the teacher say.

## **2. The difficulties faced by the English teacher in the implementation of Audio Lingual Method in learning speaking for Student with Visual Impairment at eight grade of SLB PGRI Tlanakan**

In this part, the researcher will discuss about the teacher's difficulties in implementation of auio lingual method in learning speaking English for a blind student disability at eigth grade of SLB PGRI Tlanakan Pamekasan. The teacher found difficulties in teaching learning process It can be seen that basically the teacher says that the implementation of the audio lingual method in teaching Speaking English needed more energy extra because this method using drill. Therefore, the teacher must be patient in the teaching process. The teacher said that she feel boring and tired. and the method suitable for a blind student. In wikepedia children with special needs (heward) are children with special ownership

characteristics that are different from other children in general, without always showing mental, emotional or physical abilities.<sup>15</sup>

Another obstacle, the teacher need long time for teaching a blind student, because the teacher must taught another student in the same schudele. Basically, audio lingual method using technique drill in teaching speaking English. So the English teacher must also repeated the material until the student has finished the material discussed and understand what the teacher say. And also a blind student especially in teaching English for speaking needed attention more and long learning.

In this era, media really need to help student can easy in learning proces. But in this case, there was lacking of media here, it was very difficulty to taught material to a blind student, especially speaking English. Statemen above, the tacher state that at the school lacking of media. The teacher difficult to teach a blind student. The last obstacle it is difficulty to say the vocabulary in the sentence. so the teacher must interpret or repeated the sentence. When the teacher was teaching, the teacher found the student was still difficult to say some of the words in the sentence that the teacher had given. Exactly when the teacher useed drilling. A blind stduent still has a hard time saying the word contained in that sentence.

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<sup>15</sup> Ardy Wiyani, Novan, *Penanganan Anak Usia Dini Berkebutuhan khusus* ( Yogyakarta:Ar-Ruzz Media, 2014), 17

### **3. The teacher overcome the obstacles by using Audio Lingual Method in teaching English for Student with Visual Impairment at eight grade SLB PGRI Tlanakan Pamekasan.**

The obstacle faced by teachers is certainly different. However, whatever obstacles are faced by the teacher there must be a solution. In the results of this study, the researcher also explained about some of the efforts made by the teacher in overcoming the obstacles encountered when teaching speaking English with the Implementation of audio lingual method at eight grade of SLB PGRI Tlanakan Pamekasan. These efforts include:

- a. Teach Speaking English material with enjoy and full sincerity.
- b. The teacher made minimize the time. Therefore, to made time efficient the teacher sometimes continue with the material for the next meeting, and sometimes gave work at home. Because a blind student of visual impairment, the task gave is in the form of writing related to the material that has been taught.
- c. Overcome student difficult utterance. The teacher taught the student with drill so that the teacher will understant and correct pronuntiation. when students repeat the word continuously, it will got used to it and then it will be correct.